

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Ellen Giffin

Official School Name: Frontier Elementary

School Mailing Address:  
6691 Silverthorne Circle  
Sacramento, CA 95842-2654

County: Sacramento State School Code Number\*: 486

Telephone: (916) 566-1840 Fax: (916) 344-8932

Web site/URL: <http://www.twinriversusd.org/> E-mail: [ellen.giffin@twinriversusd.org](mailto:ellen.giffin@twinriversusd.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Frank Porter

District Name: Twin Rivers Unified Tel: (916) 566-1600

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Michelle Rival

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| 34        | Elementary schools  |
| 0         | Middle schools      |
| 6         | Junior high schools |
| 5         | High schools        |
| 16        | Other               |
| <b>61</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7470

Average State Per Pupil Expenditure: 8117

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☒ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7	0	0	0
K	38	24	62	8	0	0	0
1	37	37	74	9	0	0	0
2	29	25	54	10	0	0	0
3	32	38	70	11	0	0	0
4	32	31	63	12	0	0	0
5	27	25	52	Other	0	0	0
6	31	32	63				
TOTAL STUDENTS IN THE APPLYING SCHOOL							438

6. Racial/ethnic composition of the school:
- |   |
|---|
| 1 % American Indian or Alaska Native          |
| 3 % Asian                                     |
| 9 % Black or African American                 |
| 14 % Hispanic or Latino                       |
| 3 % Native Hawaiian or Other Pacific Islander |
| 55 % White                                    |
| 15 % Two or more races                        |
| <b>100 % Total</b>                            |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	50
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
(3)	Total of all transferred students [sum of rows (1) and (2)].	84
(4)	Total number of students in the school as of October 1.	438
(5)	Total transferred students in row (3) divided by total students in row (4).	0.192
(6)	Amount in row (5) multiplied by 100.	19.178

8. Limited English proficient students in the school: 19 %

Total number limited English proficient 85

Number of languages represented: 9

Specify languages:

Spanish, Russian, Ukrainian, Cantonese, Korean, Punjabi, Filipino, Czech, German

9. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 259

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 9 %

Total Number of Students Served: 38

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>35</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>3</u>
Support staff	<u>2</u>	<u>2</u>
Total number	<u>25</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 22 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	98%	97%	93%
Teacher turnover rate	10%	0%	20%	0%	1%

Please provide all explanations below.

In the year 2005-06 we lost more teachers than usual. The teachers made the choice to leave because they felt better suited to another school.

Because this is only my 2nd year at Frontier I am not able to explain why teacher attendance was under 95% in 2003-04

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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As the big, yellow bus pulled into the parking lot, the word of its arrival spread instantaneously, and you could hear a roar of excitement echo from the sixth grade classrooms. They were thrilled because the time had finally come for the 75 sixth grade students and the 62 parents/community members that go along, to load the bus so they could arrive at their destination, Dillon Beach. This annual, incredible four-day science trip (which has been going on for 42 years) exemplifies the involvement and integration of our community into our sixth grade standards-based science program. All of the people involved are proud to be an integral part of our learning community, and are forever a Frontier Firebird. The mission of the Frontier School Community is "to empower students to meet their fullest potential by providing a safe environment, maintaining high academic and behavioral standards and encouraging lifelong learning." Frontier School is located a couple of quick turns from the Elkhorn/Greenback Exit on an always-busy Interstate 80 in Sacramento County. The campus however is "green and serene", and seems insulated from the log jammed freeway. Nestled within the Foothill Farms residential community, Frontier sits on 11 acres where 53 employees, families and local businesses work together to support all of our students. Our community is long-standing, as many of our students' parents attended Frontier themselves. This is combined with the fact that 27% of the 440 students come from schools outside our attendance boundaries, but living within our district boundaries, and 8% come to Frontier from outside our district.

The Frontier School community walks a walk of pride in their school each day. Community members of voting age valued the educational community by passing Measure P. Some highlights included in this important "modernization bond" are the up grading of classrooms to support 21st century learning, energy efficient air ventilation systems and system-focused interior design. Providing a safe environment for students and staff in order to focus on achievement goals is a continuing challenge for all learning communities in today's world. At Frontier we consistently evaluate our systems to ensure safety. We work closely with the staffs of the other schools in our district to honor a "worst case scenario", as well as, daily safety needs. Practice drills are planned monthly and are communicated for staff on the, "Look What Is Happening at Frontier"(LWHF) newsletter emailed to certificated staff by the principal each week. This memo includes safety notifications as well as Leadership notes, Student Assistant Plan process reminders, community building opportunities and lots of celebration of staff. Most LWHF newsletters end with the Ghandi quote, "Education is not the filling of a pail, but the lighting of a fire." Ghandi's quote echoes the commitment of the Frontier staff to inspire a positive learning environment.

Frontier utilizes many programs and committees which make a difference in the climate and culture for our school. Second Step (SS) is a school-wide violence prevention program, which teaches students social skills in order to improve their interactions with peers and adults. Empathy training, impulse control, and anger management are the themes of each grade level unit. These same strategies are echoed in the McGraw Hill Health curriculum. The BEST committee, with principal and SSC input, oversee our school wide behavior management program. Mrs. Petersen, chair of the BEST Team, was the driving force behind our instructive and fun DVD *Frontier Elementary School Rules* Video featuring our very own students. School-wide positive behavior is acknowledged and rewarded, using Golden Tickets, Student of the Week, Golden Lunch Pail, Honor Class, Morning Sing Stars and Good News Phone Calls home. Student leadership is respected and inspired through our Student Council. The student Council consists of an elected board and classroom representatives who make decisions and communicate information regarding school wide activities.

On any given day at Frontier, there are parents and community members on campus assisting teachers and students. The Frontier Elementary School Learning Community is a system dedicated to student achievement in an inclusive and reflective manner. At every turn we are a village that honors each and every participant. Four years ago our learning community started a deep self-inquiry in order to find out why the API had declined from 766 (2004) to 731 (2005). This process led us to read *What Works In Schools, Translating Research Into Action* by Robert J. Marzano. Immediate actions were taken and are continuing today as we passionately work to fulfill our mission and school wide goals. Our efforts are paying off; our API has grown to 793 (2006) and

815 (2007). The crux of our success comes from our belief that "every student counts," and with the fact that we have become a research-based and data driven school. We are continuing our inquiry with Marzano's work adding his new book, Building Academic Vocabulary. We at Frontier School know teaching is a journey, not a destination.

We welcome you to visit Frontier School! Being part of the Frontier community is a commitment to ensuring that our children get the very best we have to offer. Frontier Firebirds are a part of a school that continues to celebrate in tradition, and simultaneously reach for innovation and excellence.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Frontier Elementary School's Academic Performance Index (API) is based on the results of the state's Standardized Testing and Reporting (STAR) program. The API scores, which measure student achievement and yearly growth, range from 200 to 1000. The goal for all schools is to obtain a score of 800 or above. Students in second through eleventh grade participate in STAR, which is comprised of the California Standards Test (CST) and California Achievement Test, Sixth Edition (CAT6). The CST is a standards-based test which indicates the degree to which a student has mastered the content standards for a given grade level, while the CAT6 is a norm-referenced test given to third graders at our school, demonstrating how a student has performed in relation to peers nationwide. At the elementary level, these tests evaluate students' progress in the subjects of English Language Arts (ELA) and math, and as well as science in fifth grade and writing in fourth grade. Results are reported using five performance levels: advanced, proficient, basic, below basic and far below basic, with the expectation that all students in California will score at proficient or above by the year 2014. More information on testing and data can be found at [www.cde.ca.gov](http://www.cde.ca.gov).

During the past five years, Frontier Elementary School's API has steadily grown from 746 to 815, with an exception in 2006 of where our API dropped to 731. Our API of 815 shows that our students are on track in meeting or exceeding standards. When compared to similar schools (based on pupil mobility, ethnicity, socioeconomic status, and other factors) Frontier exceeds the median API of 795. In ELA, 53.7 % of our students reached proficient or advanced levels of performance on the CST in 2008, which is a 16 % increase since 2004. In math, 63.9 % of our students reached proficient or advanced levels of performance on the CST in 2008, which is a 25% increase since 2004. Frontier is proud to be one of the schools with the highest levels of proficiency in math in our district, but realizes that we need continue to strengthen student achievement in English Language Arts.

At Frontier, we currently have three numerically significant subgroups: White, Hispanic, and Socio Economically Disadvantaged (SED). A subgroup is defined as numerically significant for percent proficient if it has 100 or more students with valid scores, or 50 or more students with valid scores who make up at least 15 percent of the total valid scores.

For ELA, our White subgroup was 57.8% proficient or advanced in 2008, while our Hispanic subgroup was 39.6% proficient or advanced, and our SED subgroup was 43% proficient or advanced. We realize that we have an achievement gap between our White subgroup and other subgroups. This is especially evident with our Hispanic subgroup, many of whom are English Learners, which is why English Language Development is a focus at Frontier. Although our African American subgroup is not numerically significant (39 valid scores in 2008), this subgroup increased from 36% proficient or advanced to 55.9% proficient or advanced from 2007 to 2008. This increase in proficiency shows the narrowing of the achievement gap among our African American students.

In math, our White subgroup was 66.7% proficient or advanced in 2008, while our Hispanic subgroup was 52.8% proficient or advanced, and our SED subgroup was 55% proficient or advanced. Again, although our African American subgroup is not numerically significant, this subgroup performed at 52.9% proficient or advanced, and our English Learner subgroup performed at 53.1% proficient or advanced. Our achievement gap is lesser in math, than for ELA, for our Hispanic and SED subgroups, but it does still exist and will continue to be a focus at Frontier. Currently, our staff receives professional development in engagement strategies, academic vocabulary, best teaching practices, including research-based strategies from Robert Marzano, and effective data analysis, in order to increase student achievement for every student.

## **2. Using Assessment Results:**

At Frontier Elementary, we use a variety of assessment tools to plan, monitor, and improve student achievement. We believe that we are accountable for the success for our students and work diligently to increase student achievement by using various results. In addition to analyzing the California Standards Test (CST), Frontier Staff uses a variety of assessments to guide instruction. Some of these assessments include standards-based assessments that have been developed at the district level to support the math and language arts curriculum. Other assessments Frontier teachers use include the following: Basic Phonics Skills Test (BPST), Running Records adapted from Qualitative Reading Inventory (QRI), Words Their Way for leveled spelling, STAR reading evaluation from Renaissance Learning, Accelerated Reader program from Renaissance Learning, ST Math from MIND Research Institute, teacher developed assessments, adopted curriculum supplementary assessments, California English Language Development Test (CELDT), Read Naturally, and informal observations.

Such wide arrays of assessments support our cycle of inquiry which is used to help determine the strengths and areas of academic concerns for each student. Our most formal assessment process begins with students taking district developed assessments in language arts and math. The results of those assessments are scanned and imported into the district database Measures from Datawise Inc. This database provides us with a variety of reports to examine such as item analysis, grade level analysis, subgroup/cohort analysis, and proficiency by standard. Staff will then use the data to determine if the content and curriculum is effectively aligned with standards, how to improve specific content areas, create effective lesson plans, differentiate instruction, decide on intervention services, and help formulate goals for Individualized Education Plans (IEP's). The Leadership Committee uses such information to make decisions on school goals and professional development opportunities. The collective compilation, dissemination, analysis, and plan of action that the data provides the Frontier staff equates to extraordinary achievement for each child every day.

## **3. Communicating Assessment Results:**

Our Frontier staff is dedicated to the philosophical belief that communication between school, home, and community is an essential piece of the puzzle that creates a complete picture of success. Communication with our community begins each year with our Back to School Night. The site administrator presents parents with site specific data that pertains to standardized test results. The data is presented in a way that the community can see and comprehend our site mission and goals in action. Also available at the Back to School Night are language translation services to make sure that all community members have equal access to the data. Parents and community members who are unable to attend the Back to School Night presentations are able to access the Frontier school website. Our website also provides the community with access to state, district, and site specific standardized test results.

Student performance communication is ongoing throughout the school year. Examples of the sources of communication are as follows: weekly progress reports, mid-trimester progress reports, trimester report cards, parent conferences, phone calls home, e-mail communication, school marquee messages, school and district newsletter, and bulletin boards. Student award assemblies for each trimester provide an opportunity to celebrate students who excel academically and are recognized for their outstanding effort. Students who receive all 5's on their report cards are recognized with a Principal's Award. Students who receive a combination of 4's and 5's are celebrated with an Honor Roll Award. Students who exhibit exceptional effort are also recognized with a Personal Success Award. The staff at Frontier believes that school attendance is one of the many essential pieces to the puzzle of success students with perfect attendance are also recognized at the Award Assembly. Our community and school groups provide for collaborative opportunities between staff and parents. The English Language Acquisition Committee (ELAC) reviews assessments such as CST/CAT6 so that information about the EL sub-group can be monitored for suggestions on how to close the achievement gap that may have developed. School Site Council (SSC) is comprised of school staff and community representatives. SSC meetings consist of our principal reviewing and recommending support of curricular components, intervention,

and special programs designed to increase student achievement. SSC reviews these recommendations and will decide which programs to support, based on supporting data presented to the group.

Based on student performance on state, district, and site based testing results, students who need additional support are tracked. Initial steps of our tracking system begin with a Student Assessment Plan (SAP). The SAP is designed to gather information such as academics, health, attendance, behavior, and home language. Information is then used to create a custom support plan for each child. Interventions with a SAP are flexible and adaptable. If improvement is not observed, then the SAP process will guide a teacher to conduct a Student Success Team (SST) meeting. An SST includes a teacher, principal, parents, resource specialist, and counseling services. At this time it is decided whether a student will undergo further assessments to decide if special services are needed.

Within the classroom, students are also regularly informed of their academic achievement by teachers using classroom charts and individual tracking sheets. Teachers and students track and make goals for performance on assessments such as math chapter tests, theme language arts tests, Accelerated Reading performance and progress, math timed facts, and ST math progress.

#### **4. Sharing Success:**

Frontier's staff enjoys sharing academic successes by opening our campus to fellow educators from other schools in the Twin Rivers Unified School District. Teachers and administrators throughout our district often tour our campus to observe a math program designed by the MIND Research Institute (we refer to as "Jiji"). The implementation of this math and music program has been proven to be successful at our school. We are happy to show how we use the program in our classroom and in our library media center.

Frontier has also been open to having Beginning Teacher Support and Assessment (BTSA) participating teachers conduct observations of our classroom management programs, the use of The Daily Five in guided reading, and cooperative learning groups. Our after-school program, START, also brings their program leaders into the classroom to observe best practices. START leaders implement our strategies into their program, providing a more consistent environment for the students.

We are also proud to have a staff that is knowledgeable and involved at the district level in important decision making for our district. Frontier teachers participate in the BTSA program, district report card committee, math and language arts pilot committees, and also provide district wide staff development. Our site also boasts a National Writing Project teacher consultant, a member of the district Tech Ex program to provide support in technology training, and many GATE certified teachers.

As successful professional educators, we welcome and look forward to the opportunity to share at both the school and district level, all of our successful accomplishments at Frontier Elementary School.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Curriculum at Frontier Elementary School is based on state adopted materials for language arts, math, social studies, science, health, and English Language Development.

Instruction in language arts is delivered in a variety of ways. The core of standards-based instruction is delivered through the Houghton Mifflin reading program. Although the program provides for differentiation, we further refine that by having daily leveled reading instruction in small groups across the grade levels. These groups are flexible within a classroom, within a grade level, or across grade levels depending on the needs of the students. Levels of the groups, as well as members, change according to formal and informal assessments. We have an extensive collection of expository and narrative leveled reading books for teachers to use.

Our language arts curriculum is supported by other practices on site. Students are selected according to reading needs to participate in “double dose” reading in which students receive more guided or leveled reading instruction daily. Teachers use the Accelerated Reader program and Book It to encourage student enthusiasm about reading, and use Read Naturally to provide practice with fluency. We have teachers who use other programs as well such as Mountain Language and Words Their Way to help students reach and exceed grade level expectations. Another popular practice developed here at Frontier is Tall Buddies. These are older students who work with younger struggling readers several days a week. They use specific tools and approaches to help these students progress. Writing is taught as a process and assessed collaboratively through periodic writing prompts beginning in kindergarten. We use a writing continuum and a standards guide developed by our district as well as other programs including Step Up to Writing. Our students are further engaged with language arts by participating in district speech, essay, and spelling contests.

Our math program is based on the standards and is delivered through the use of Scott Foresman’s California Mathematics. Instruction in math is at least one hour each day and is integrated into other curriculum when possible. Teachers differentiate instruction to match the type and complexity of skills and concepts being taught in order to meet the needs, interests, and learning styles of the students. In order to prepare students for the California Standards Test, we follow a pacing schedule that covers the standards by the time testing comes. In addition to our core program, we use Touch Math, Rocket Math, Mountain Math, and online interventions. We are most proud of our use of ST Math which provides leveled interactive games. Each student spends at least an hour a week with this program and greatly enjoys Jiji, the program’s mascot.

Our History-Social Science curriculum is delivered through the Scott Foresman Social Studies program grades K-5, and Prentice Hall for 6th grade. Teachers also integrate this content with other curriculum through project based learning, use of literature and primary source materials, hands-on activities, and field trips. Teachers use the universal access components that help reach gifted learners, English Learners, and struggling learners. Our textbook series is available online, and students access the content and enrichment materials on computers in the classrooms, through the SMART Boards, and in our Library Media Center. At the school level, we have a very active student council which provides students with civic duty practice. The student council coordinates various charitable drives throughout the year, including a canned food drive for those in need, and a penny drive for the Leukemia and Lymphoma Society.

Science curriculum is based on the state’s science framework and we use Pearson Scott Foresman for K-5, and Houghton Mifflin for 6th grade. Instruction is based on physical science, Earth science, and life science according to grade level. Teachers use the materials to differentiate for ability and for language acquisition. We enhance science instruction through trips to Dillon Beach, use of leveled readers and lab activities, and the creation of gardens.

Visual and performing arts are supported by our district Visual and Performing Arts department, known as VAPA. Through the years, VAPA has offered resources, activities, and assemblies all relating to the arts. Our art program is also integrated throughout our core content curriculum. Last year, we were able to implement the ST Music and Math program where kindergarten, second and third grade students were able to learn basic piano keyboarding in a mathematical way. Currently, teachers base art projects around stories in language arts, or around math concepts. Third grade students emulate art from famous artists. First grade students participate in musical performances. Many teachers pair with a "buddy" class to complete art projects. The entire school comes together every Thursday afternoon for Sing Along. At the end of the year, the school celebrates with a Dance Festival where each grade performs a dance. The festival concludes with the entire school community joining in a dance.

There are a variety of instructional practices that occur throughout our curriculum areas. Recent staff development has focused on integration of technology and engagement strategies, Marzano's research based strategies, and English Language Development strategies. We have regular meetings in which we plan our use of effective teaching strategies and then study the data after implementing specific strategies. We also have a full-time Instructional Coach who works with us individually, as well as collectively, to help us increase our abilities. She models lessons, provides professional development, monitors assessments and most of our programs that support the curriculum. We participate in strength teaching where possible and believe strongly in cross grade level support and planning. Families are involved with curriculum by participating in celebrations such as Read Across America Day, book fairs, English Language Advisory Committee, School Site Council, and parent nights such as Latino Family Literacy programs.

## **2a. (Elementary Schools) Reading:**

The Twin Rivers Unified School District adopted the Houghton-Mifflin Reading program. The Houghton-Mifflin Reading program is aligned with both state and district Language Arts Standards. Houghton-Mifflin is a comprehensive, elementary basal reading program for grades K-6. The main instructional components of the Houghton-Mifflin program are decoding, fluency, comprehension, systematic vocabulary development, literary response and analysis, and writing strategies and applications. At Frontier Elementary School, we accomplish the teaching of the necessary skills through a variety of techniques including read alouds, shared reading, partner reading, independent reading, literature circles, and writing prompts. Students receive instruction in whole class environments as well as small group environments.

In order to meet the needs of our diverse population, Frontier Elementary School differentiates instruction for all students by teaching guided reading with small flexible groups of students who are assessed at the same instructional level, allowing us to challenge our gifted students while providing the scaffolding and guidance for all of our students, even students performing below grade level. Within guided reading groups, students work on individualized lessons that focus on their particular area of need, including an emphasis on fluency, decoding, reading comprehension, and reading strategies. In order to support our curriculum, our school site has purchased leveled readers, both fiction and non-fiction, for use in our diversified reading groups.

Students performing below grade level at Frontier School utilize numerous intervention strategies. We employ a 40% primary reading specialist who facilitates a reading intervention program known as "Double Dose" reading. Double Dose reading instruction serves our lowest readers in grades 1-3. Our students in grades 4-6, who need additional support, also receive Double Dose reading, or are offered specialized after-school interventions that focus on a specific skill or strategy. Classroom teachers in grades 2-6 also use Read Naturally, a fluency program that uses repeated reading, assessment, and progress monitoring, as well as Accelerated Reader, which focuses on reading comprehension at a student's independent reading level.

As our English Language Learner population grows, we at Frontier School continue to look for ways to close the achievement gap and to engage all EL students. Our adopted curriculum has an English Learner support handbook which is used by teachers during daily 30 minute English Language Development lessons.

### **3. Additional Curriculum Area:**

Frontier School is at the forefront of integrating technology as a major component of our teaching day. Utilizing our newly remodeled media center which houses 30 laptop computers, each class spends at least 40 minutes per week using a variety of programs. One significant program is our implementation of ST Math, which is an individualized math program designed by the MIND Research Institute from the University of California, Davis. ST Math allows students to work through a series of language free games and puzzles focusing on spatial temporal learning. The ST Math program, affectionately known as “JiJi” by our students, supplements our standards based math curriculum and has increased math achievement. JiJi is used by each student for 60 minutes per week, both in the classroom as well as the media center.

Classes also use the media center for project based learning activities. For example, 4th graders create Power Point presentations on California Missions as well as presentations on key figures in the Gold Rush. Sixth grade students research and create projects relating to their annual Dillon Beach trip. All classrooms are equipped with many desktop computers allowing even further differentiation of instruction. Read Naturally is a program that helps students improve fluency and comprehension at their instruction level. Accelerated Reader is a strong motivational computer based program in which students read books based at their individual reading levels, and then take quizzes on the computer to assess comprehension. Each student is given a specific goal every trimester, and students meeting their individualized goals throughout the trimester are rewarded. Our kindergarten and first grade students use the program Starfall to encourage letter recognition and strengthen decoding skills.

Another essential component of technology at Frontier School is SMART boards. The SMART board is an interactive white board that allows teachers to design highly engaging lessons for all student learners. Students are able to directly access the board to manipulate text and pictures which fosters active participation and learning. Each classroom is also equipped with an LCD projector in which students can view curriculum based videos. Teachers are able to show students a variety of lesson components including animated vocabulary, short video clips, and interactive games. Over-head projectors have now been replaced with document cameras in intermediate classrooms allowing teachers to project text, as well as educational materials, in order for students to better visualize concepts being presented.

### **4. Instructional Methods:**

Our entire curriculum is based on state standards, but we realize students have varying levels of comprehension, abilities, and learning modalities. Teachers instruct in small groups as often as possible to provide differentiated lessons in core curriculum. This means some students receive enrichment and extension while others get more scaffolding and time to process. This form of leveled instruction occurs in reading, math, and English Language Development. Each of our adopted curricula provides methods for teaching students above, at, or below grade level as well as for gifted, EL, and students who need extra support. Small group instruction is further supported by primary language aides, our Tall Buddies reading program, during and after-school intervention groups conducted by additional staff, and use of Accelerated Reader and Read Naturally. Whole class lessons are supported by use of SDAIE strategies, SMART boards, and microphones for each classroom. We have multiple computers in each classroom and a library media center to use for teaching technology standards. We use ST math interactive games school-wide to support math instruction.

As a staff, we meet each week to study instructional methods, many of which are based on Robert Marzano’s research. We plan how to apply instructional strategies to our classes, and review data to see the effects of the implementation of strategies, and areas that still may need modification. We use our district’s Curriculum and Assessment Guide to maintain consistency across grade levels, and use a pacing schedule to make sure we teach all standards in time for state testing. We also have a process to review student progress using a Student Assistance Plan which is reviewed with the "Frontier Intervention Team." Teachers on this team were trained in the Masonic Student Assistance Plan. With the SAP process, teachers write their concerns about a student,

record interventions used and their effect over a period of time. The Frontier Intervention Team will offer more strategies and interventions to the teachers through the SAP process, ensuring all students are supported in their journey to extraordinary achievement.

## **5. Professional Development:**

At Frontier Elementary our staff is dedicated to providing the best education for our students. We set high standards for ourselves, and are committed to being lifelong learners. Fourteen certificated teachers and the principal have already, or are currently, earning their masters degrees in education or educational leadership. All classroom teachers at Frontier Elementary are highly qualified by the NCLB standards, and are CLAD certified or have CLAD equivalency.

Our site has a very active Leadership Team which includes a representative from every grade level, our curriculum coach, assistant to the principal, and our site administrator. At our regularly scheduled meetings, we discuss school plans and budgets, formulate goals, coordinate in-services and upcoming staff development.

All teachers attend weekly Professional Learning Community meetings where we review student data, share best practices, and revisit instructional strategies. We develop action plans for struggling students as well as plan for future lessons. These weekly gatherings provide time for colleagues to engage in open and unbiased communication on itemized skills and the best way to reach a variety of learners.

Along with our weekly meetings, our staff has participated in a variety of professional development opportunities. As a staff we have received training in the use of Academic Vocabulary, Marzano's best teaching strategies, SMART board, Step Up to Writing, Mind Institute's ST Math and Music, ELD and engagement strategies. We have also received extensive training in all newly adopted district curriculum.

Individual teachers have also participated in training for Touch Math, Words Their Way, Parent Education Workshops, Area 3 National Writing Project, Visual and Performing Arts, Second Step Violence Prevention Program, BTSA (for new teachers and support providers), Masonic Model Student Assistance Plan (which aides in the ability to write student assistance plans), and Gifted and Talented Education Certification as well as a variety of grade level and personal interest conferences.

All of these opportunities have directly benefited our students by keeping our staff current on the latest research and best practices, and have provided fuel for grade level collaboration and staff discussion.

## **6. School Leadership:**

Frontier School's leadership structure, based on shared leadership, utilizes all teachers and support staff in ensuring that strong academic and behavioral programs are functioning and monitored. Our school's leadership team is comprised of one teacher from each grade level, as well as certificated support staff and administration. Members of the leadership team read Marzano's book, *What Works in Schools*. The team analyzed the five elements of highly effective schools. The five elements are: 1) A guaranteed and viable curriculum 2) Challenging goals and effective feedback 3) Parent and community involvement 4) Safe and orderly environment 5) Collegiality and professionalism. Based on those findings, collaborative school planning followed. Our leadership team was also recently trained in using Professional Learning Communities where grade level teams meet to analyze current student data and set goals for improving student achievement, known as the cycle of inquiry. Teachers collaborate within grade levels and across grades to examine student performance in order to further guide and build capacity in the implementation of best practices and differentiation strategies. The leadership team is involved in decision making, by giving input to the principal regarding the direction of the school. Our principal is regarded as a teaching resource by the staff, using the CPSEL in her yearly goals.

Each certificated member of our staff serves on a variety of committees including technology committee, BEST (Building Effective Schools Together) committee (which uses Jeff Sprauge's research on effective school climate), Sing Along team, (where all students join together weekly for music appreciation), Student Council (a team of students involved in decision making and civic duties), and our Frontier Intervention Team, which meets weekly with teachers to discuss individual students academic and behavioral challenges. One teacher chairs each committee and after meeting, information is shared and then discussed with the entire staff.



## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	58	45	50	54	56
% Advanced	33	23	20	26	25
Number of students tested	72	60	66	72	77
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	56	30	32	49	50
% Advanced	33	17	14	21	21
Number of students tested	39	23	22	29	38
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced	33		20	41	46
% Advanced	13		13	8	15
Number of students tested	15		15	12	13
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	62	52	63	64	55
% Advanced	38	26	21	36	25
Number of students tested	42	39	33	47	40
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced	50		0	18	54
% Proficient plus % Advanced	36		0	9	27
Number of students tested	14		11	11	15

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Reading

Grade: 2

Test: Reading ELA

Edition/Publication Year: 2003

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	46	33	35	29	47
% Advanced	13	3	11	4	12
Number of students tested	72	60	66	72	77
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	39	21	33	20	35
% Advanced	8	4	5	3	9
Number of students tested	39	23	22	29	35
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic or Latino</b>					
% Proficient plus % Advanced	27		7	25	31
% Advanced	7		0	0	8
Number of students tested	15		15	12	12
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	43	41	42	36	43
% Advanced	10	3	12	4	11
Number of students tested	42	39	33	47	38
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced	42		0	0	33
% Proficient plus % Advanced	21		0	0	8
Number of students tested	14		11	11	12

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	59	72	40	59	46
% Advanced	31	34	21	34	12
Number of students tested	56	56	70	73	76
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	48	53	39	53	24
% Advanced	24	16	15	29	6
Number of students tested	25	19	41	17	33
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced		54	20		54
% Advanced		23	10		9
Number of students tested		13	10		11
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	69	79	47	61	44
% Advanced	43	35	27	36	13
Number of students tested	35	34	44	36	52
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced			23	58	9
% Proficient plus % Advanced			0	33	0
Number of students tested			13	12	11

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	56	72	40	59	46
% Advanced	31	34	21	34	12
Number of students tested	59	56	70	73	76
Percent of total students tested	100	98	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	48	53	15	53	24
% Advanced	24	16	0	29	6
Number of students tested	25	19	41	17	33
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced		54	10		54
% Advanced		23	10		9
Number of students tested		13	10		11
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	45	36	25	36	31
% Advanced	11	12	2	14	10
Number of students tested	35	34	24	36	52
<b>4. (specify subgroup): El</b>					
% Proficient plus % Advanced				25	
% Proficient plus % Advanced				8	
Number of students tested				12	

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	76	68	63	53	39
% Advanced	44	34	34	22	7
Number of students tested	57	67	73	67	69
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	67	62	28	52	25
% Advanced	29	27	6	19	6
Number of students tested	21	26	18	21	44
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced	72		50	70	8
% Advanced	29		21	20	0
Number of students tested	14		14	10	12
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	83	70	50	54	44
% Advanced	54	36	30	26	12
Number of students tested	28	47	30	43	50
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced			25		7
% Proficient plus % Advanced			8		7
Number of students tested			12		15

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	66	63	52	56	39
% Advanced	40	27	29	19	17
Number of students tested	57	67	73	67	69
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	43	57	17	38	27
% Advanced	14	15	0	19	9
Number of students tested	14	26	18	21	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced	43		35	50	8
% Advanced	14		21	30	8
Number of students tested	14		14	10	12
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	79	66	50	56	44
% Advanced	43	28	27	21	20
Number of students tested	28	47	30	43	50
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced			16		13
% Proficient plus % Advanced			8		0
Number of students tested			12		15

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	50	63	53	44	27
% Advanced	23	17	15	10	2
Number of students tested	62	70	72	70	81
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	44	54	43	34	12
% Advanced	18	0	11	5	3
Number of students tested	34	13	28	38	34
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced			25	10	20
% Advanced			0	0	0
Number of students tested			12	10	10
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	52	50	57	57	27
% Advanced	26	16	17	16	2
Number of students tested	47	32	47	44	56
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced			18		7
% Proficient plus % Advanced			0		7
Number of students tested			11		15

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	49	53	45	39	42
% Advanced	23	23	14	13	10
Number of students tested	62	70	72	70	81
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	39	46	32	29	21
% Advanced	15	15	14	11	6
Number of students tested	34	13	28	38	34
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced			16	30	30
% Advanced			8	0	10
Number of students tested			12	10	10
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	52	53	53	43	43
% Advanced	26	28	15	20	9
Number of students tested	47	32	47	44	56
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.



Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	62	49	37	41	31
% Advanced	20	9	5	6	7
Number of students tested	76	65	74	68	99
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	39	35	27	30	22
% Advanced	6	15	2	0	0
Number of students tested	18	31	41	23	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced	60		8	10	25
% Advanced	20		0	0	0
Number of students tested	10		13	10	20
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	57	54	47	44	29
% Advanced	27	11	7	4	7
Number of students tested	30	44	43	48	60
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced					18
% Proficient plus % Advanced					0
Number of students tested					17

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: updated annually

Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	53	43	30	44	30
% Advanced	24	11	15	12	7
Number of students tested	76	65	74	69	86
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	33	32	24	30	8
% Advanced	11	3	10	13	0
Number of students tested	18	31	41	23	37
<b>2. Racial/Ethnic Group (specify subgroup): Hispanic / Latino</b>					
% Proficient plus % Advanced	60		8	30	30
% Advanced	20		0	0	5
Number of students tested	10		13	10	20
<b>3. (specify subgroup): White (not Hispanic)</b>					
% Proficient plus % Advanced	57	45	44	48	27
% Advanced	30	11	23	15	5
Number of students tested	30	44	43	48	60
<b>4. (specify subgroup): EL</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

From 2003-2006 we had self contained Newcomer Classes for our students who had been in the United States for less than a year.